

FALL 2023 ENGLISH 1301

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Welcome

Hello and welcome to your first semester with Sul Ross, and for many of you, your first semester of your undergraduate career. This is an exciting step in your life, and I'm honored to play a small role in this hugely transformative chapter.

Course Description

This is an introductory college course which emphasizes the composition of short essays and reading skills. Required of all students. Prerequisite: English 0300 or sufficient English verbal and reading scores to meet the requirements of English 0300 as described above.

Every SRSU student takes Composition I, which features reading and writing assignments that will help prepare you for college and beyond. Together we will work on communicating effectively, building an argument, adapting your writing for different needs and situations, interpreting and responding to a text, incorporating and citing secondary source material. We will be reading pieces both for their inherent literary and informational value and also as models for our own writing projects. Sharing your own ideas and experiences and adding your voice to our discussions will enrich our class community.

Asynchronous Learning

This course is asynchronous, meaning that the entire course is conducted through Blackboard. Each week, I'll post new readings and assignments and you'll complete those assignments by Thursday evening at 11:59 pm. I *highly* encourage you to check in on your assignments before Thursday evening, so that you're not caught off guard if they are more demanding of your time than usual. This course is especially convenient for students who need flexible schedules, but be wary of that flexibility. Students in asynchronous courses are more likely to lose track of their deadlines and responsibilities. So, I recommend that you schedule two sessions per week to complete this coursework.

Required Materials

There is no textbook for this course. You are required to have a reliable method for connecting to Blackboard. If you're worried about your home internet connection or computer reliability, I recommend that you head to your local library (on-campus or local public library) and use their computers.

Grading Breakdown

Low-stakes Assignments	25%
Assignment 1: <i>Your Narrative</i>	20%
Assignment 2: <i>Temperature Check</i>	5%
Assignment 3: <i>Research and Rhetoric</i>	20%
Assignment 4: <i>New Genres</i>	20%
Final: <i>Letter to yourself</i>	10%

To put it simply: Assignments 1-4 and your Final must be submitted to me on time in order to pass this class. To get higher than a basic passing grade, you must also stay on top of your low-stakes assignments.

Your low-stakes assignments are graded on completion — turning them in, finished, and on-time.

Your Assignments 1-4 and Final will be graded by a simple rubric, and must also be turned in, finished, on time.

Late Policy

Late work is not accepted. Please keep on top of your assignments so that you're best equipped to participate in this class. This policy also allows you to *forget about it* when you've missed something, not stack up a mountain of catch-up work. You can move on and focus on the present and end this course in the best standing possible. Extra credit assignments creep up now and then, and much of this course is graded on completion. If you stay in the rhythm of the course, you'll be fine. I know this is rigid, but I'm not heartless. If there's an emergency and you're desperate for me to accept your work under never-again circumstances, please just ask. If you feel like the pace of the class has left you behind, we can talk about that too. ***My door is always open.***

Revision Policy

In this course, you can—and will!—revise all major assignments for your final. Your new grade entirely replaces your old grade. Please take revision seriously—this is one of your best defenses against elementary writing. Strong college-level and professional writers revise their work again and again. This is also your strongest defense against a weak grade on an early paper. You will have a chance to completely challenge and change your earned grade.

Original work and Plagiarism

Since this is a writing course, and thus we are tasked with strengthening your writing, you can expect demanding writing assignments throughout this term. Your writing will be bolstered by

course reading assignments and your own research, so correctly citing your sources will become a crucial component of these assignments.

While there will be some clearly-marked opportunities to collaborate, please uphold your own honor by only submitting work that is utterly your own. Help from tutors, family, friends, and online sources is expected, within reason—but every single sentence should be of your own creation.

Chat GPT and other AI writing software are entirely prohibited from this coursework. It is remarkably obvious when this software is in use, even if you think it is not. Every assignment you submit will be run through an AI detector. If AI is detected, you'll receive a failing grade for that assignment. If it's a continuous problem, I will recommend to the department that you are removed from this course.

Style expectations

During this term, we'll study the effective sentence, paragraph, and essay. We'll talk about interesting words or turns of phrase that maximize the rhetorical effect of your ideas. I want to see you effectively build these papers, and then style them so that they're easy to read. Please reference [Purdue OWL](#) for everything MLA-format-related, including how to format your weekly low-stakes assignments. I won't take points off if it's incorrect in your low-stakes writing, but I expect you to try, so that you have a resulting final paper that demonstrates you've practiced and mastered this style of essay.

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartz@sulross.edu or contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Libraries

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility,

and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

SRSU Writing Center

The SRSU Writing Center is located in Blackboard >> Organizations! Just type "writing center" or see the link in our Blackboard course menu. View an invitation to visit at <https://www.youtube.com/watch?v=Xw3BxIUCq5U>

Course Learning Objectives

This course offers you the opportunity to read and analyze a variety of both topical and critical articles that will serve as a model for the types of writing that you will practice this semester. We will use a variety of rhetorical styles, and we will also work on your editing skills by improving your grammar. We will also help you better your peer revision skills by collaborating and reading each other's work.

Student Learning Outcomes

Writing students will demonstrate the ability to do the following:

SLO 1: Construct essays that demonstrate unity, organization, coherence, and development

SLO 2: Study rhetorical theory and then apply the theory to analyze the form of popular and academic writing.

SLO 3: Produce a research paper that demonstrates the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using MLA format

SLO 4: Demonstrate creativity or originality of thought in written and multimedia projects

SLO 5 Study grammar in relation to the art of writing in order to improve both as a writer and editor.

Marketable Skills

- 1) Students will communicate effectively in writing and speaking.
- 2) Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
- 3) Students will recognize how social and cultural contexts shape meaning and language.

Tentative Course Calendar (Subject to change at the instructor's discretion)

By Thursday September 5 at 11:59 pm

- Read and e-sign the syllabus
- Read Mike Bunn's "How to Read Like a Writer"
- Writing due: What do we learn from Mike Bunn?

By Thursday September 12 at 11:59 pm

- Read José Olivarez's "Maybe I could save myself by writing"
- Read Audre Lorde's "Fourth of July"
- Writing due: Exploring Narrative
- Extra topic this week: What counts as plagiarism?

By Thursday September 19 at 11:59 pm

- Read Anne Lammott's "Sh***y first drafts"
- Writing due: SFD of your Assignment 1
- Extra topic this week: Paragraphing

By Thursday September 26 at 11:59 pm

- Read a classmate's SFD
- Writing due: Letter to your classmate
- Extra topic this week: How to email your professor

By Thursday October 3 at 11:59 pm

- **Assignment 1 due**
- Reflection: Fighting procrastination

By Thursday October 10 at 11:59 pm

- Read James Surowiecki's "Later"
- Strategies for tackling the difficult assignment
- Writing due: Thoughts on Surowiecki

By Thursday October 17 at 11:59 pm

- **Assignment 2 due**

- Read James Baldwin's "A Talk to Teachers"
- Writing due: Double entry journal assignment
- Extra topic this week: Introduction to research

By Thursday October 24 at 11:59 pm

- Read Emily A. Wierszewski's "Research Starts with a Thesis Statement"
- Read: Wendy Berliner's "Schools are killing curiosity"
- Writing due: Curiosities exercise
- Extra topic this week: Introduction to rhetoric

By Thursday October 31 at 11:59 pm

- Read: Gerald Graff and Cathy Berkenstein's "They Say I Say: The Art of Quoting"
- Read Octavia Butler's "Positive Obsession"
- Writing due: Questions for research
- Extra topic this week: Presenting research; the annotated bibliography

By Thursday November 7 at 11:59 pm

- Writing due: Three source entries
- Extra topic this week: Introductions and Conclusions
- Reflection: Self-encouragement

By Thursday November 14 at 11:59 pm

- **Assignment 3 due**
- Discussion post: What could you do for Assignment 4?

By Thursday November 21 at 11:59 pm

- Read: Kyle Stedman's "Annoying Ways People Use Sources"
- Writing due: Proposal and self-schedule for Assignment 4
- Extra topic this week: Media, Publications, Audience

No assignments due during the week of Thanksgiving

By Wednesday December 4 at 11:59 pm

- **Assignment 4 due**

By Wednesday December 11 at 11:59 pm

- **Final due**